

## Term Information

Effective Term Spring 2021  
*Previous Value* Autumn 2017

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Online teaching approval

**What is the rationale for the proposed change(s)?**

Teaching History 3030 (The History of Ohio) online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

n/a

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area History  
Fiscal Unit/Academic Org History - D0557  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3030  
Course Title History of Ohio  
Transcript Abbreviation History of Ohio  
Course Description Survey of economic, social, political development of the geographic area that became Ohio from Native Americans to present.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* Yes, Greater or equal to 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No

|                                   |   |
|-----------------------------------|---|
| <b>Admission Condition Course</b> | No  |
| <b>Off Campus</b>                 | Never                                     |
| <b>Campus of Offering</b>         | Columbus, Lima, Mansfield, Marion, Newark |

## **Prerequisites and Exclusions**

|                                   |   |
|-----------------------------------|---|
| <b>Prerequisites/Corequisites</b> | Prereq: English 1110.xx, or permission of instructor. |
| <b>Exclusions</b>                 |   |
| <b><i>Previous Value</i></b>      | Not open to students with credit for 310.             |
| <b>Electronically Enforced</b>    | No  |

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

|                         |                           |
|-------------------------|---------------------------|
| <b>Subject/CIP Code</b> | 54.0102                   |
| <b>Subsidy Level</b>    | Baccalaureate Course      |
| <b>Intended Rank</b>    | Sophomore, Junior, Senior |

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

**Course goals or learning objectives/outcomes**

- Students will gain an understanding of the key social, cultural, political and economic events that have shaped Ohio from pre-European contact to the present, using primary sources to enhance their knowledge and critical thinking and writing skills.

**COURSE CHANGE REQUEST**  
3030 - Status: PENDING

Last Updated: Heysel,Garett Robert  
08/25/2020

**Content Topic List**

- Historical geography
- Native Americans
- European contact
- From territory to statehood
- Midwest culture
- Abolition and Civil War
- Agriculture and industry
- Immigration and urbanization
- Progressive Era Ohio
- Prosperity to Depression
- WWII
- Deindustrialization and the Rust Belt phenomenon
- Ohio in national politics
- Ohio and late 20th century globalization

**Sought Concurrence**

No

**Attachments**

- Hist 3030.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*
- History 3030 Syllabus.pdf: In person syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- OLD assessment plan.doc: Old departmental assessment plan  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*
- History 3030 Autum 2020 Semester Syllabus.docx: Edited Syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*

**Comments**

- See 8-12-20 email to B. Elmore and J. Heikes *(by Oldroyd,Shelby Quinn on 08/12/2020 03:09 PM)*

**Workflow Information**

| Status             | User(s)   | Date/Time           | Step                   |
|--------------------|---|---------------------|------------------------|
| Submitted          | Heikes,Jacklyn Celeste  | 07/16/2020 04:51 PM | Submitted for Approval |
| Approved           | Elmore,Bartow J   | 07/16/2020 09:45 PM | Unit Approval          |
| Approved           | Heysel,Garett Robert  | 07/17/2020 07:41 AM | College Approval       |
| Revision Requested | Oldroyd,Shelby Quinn  | 08/12/2020 03:09 PM | ASCCAO Approval        |
| Submitted          | Heikes,Jacklyn Celeste  | 08/24/2020 04:28 PM | Submitted for Approval |
| Approved           | Elmore,Bartow J   | 08/24/2020 05:15 PM | Unit Approval          |
| Approved           | Heysel,Garett Robert  | 08/25/2020 10:02 AM | College Approval       |
| Pending Approval   | Jenkins,Mary Ellen Bigler<br>Hanlin,Deborah Kay<br>Oldroyd,Shelby Quinn<br>Vankeerbergen,Bernadette Chantal | 08/25/2020 10:02 AM | ASCCAO Approval        |

HISTORY 3030

OHIO HISTORY (ONLINE)

AUTUMN 2020

Lecturer: Russ Coil

Email: [coil.5@osu.edu](mailto:coil.5@osu.edu)

Office Hours: T, R: 11-12, via Carmen Chat; or Carmen Zoom by appointment

**Communication/How to Contact:**

1. Office Hours: 11-12 Tuesdays and Thursdays, via Carmen Chat. Chat Time is virtual live office hours. All chats are viewable by the entire class community. Use Chat for questions related to course content or to clarify assignments and class policies/schedules. Or just to say hello. If you have a question, odds are that someone else has that same question. You will be contributing to the community by asking questions. Check Chats regularly even if you don't ask questions or comment. Assignment related material is often discussed.

Just remember, whatever you chat you send, you are part of the community. Be courteous and helpful. If you can't be those things, don't chat. You cannot delete or edit your chats.

2. Email: coil.5, either via Carmen or directly at coil.5@osu.edu. Use for class related questions that you would rather not share with the entire class (send me a draft or partial draft of an essay, for example, or request something that requires more individualized feedback than a typical chat communication). During the work week, I try to respond to emails sent between 8-5 within four hours. During the weekend I might take a day to respond.
3. Carmen Zoom: Virtual face-to-face meeting, by appointment. Use Zoom for face-to-face meetings with me, discussing whatever course-related topics.
4. Announcements: check the "Announcements" section of Carmen frequently. Expect weekly schedule reminders and additional guidance regarding the course to be posted there.

**REQUIRED BOOKS**

Van Tine, Warren and Pierce, Michael, *Builders of Ohio* (OSU Press)\*\*

Calloway, Colin, *The Victory With No Name* (Oxford)

Vance, J.D., *Hillbilly Elegy* (Harper)

\*\*Please note that you can access a free version of Van Tine and Pierce, *Builders of Ohio* through the OSU library.

At a minimum, the books should be available at the Barnes and Noble OSU bookstore but check other bookstores, the Internet, and, if possible, your local library.

## **ENROLLMENT**

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

## **HEALTH AND SAFETY STATEMENT**

University health and safety requirements: "All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses."

## **COURSE DESCRIPTION**

This course will survey the economic, social, and political development of the geographic area that became Ohio from the Native American period to the present. Our goal is to reflect on the origins of contemporary issues. In particular we will explore three themes:

- how people in this region have defined, reacted to, tried to solve social problems associated with economic change
- how humans interacted with the environment to build diverse societies
- how the international movement of goods, people, ideas, diseases, and technologies shaped the Ohio Valley and the Great Lakes region

Specific topics will include the technological development of Native American civilizations, long before anyone called this place "Ohio"; the international conflict to define and control the region; the importance of rivers, watersheds, and mountains in defining Ohio; the role of automation in shaping the state in the post WWII period; the crucial role of Ohioans in the world's most important reform movements; the rise and fall of particular Ohio cities as a way to understand national and international economic, social, and political trends; and the challenges/opportunities of the global economy of the late 20th/early 21st century. We will discuss a number of primary sources — from "reading" natural landscape features as historical documents to analyzing the built environment (the Newark Earthworks, for example, or shuttered factories) to contextualizing published memoirs of Ohioans.

## **GE COURSE INFORMATION AND**

This course fulfills Group North America, post-1750 for the history major or it can fulfill the historical study GE requirement.

## **COURSE OBJECTIVES/LEARNING OUTCOMES**

Historical Study Goals

Students recognize how past events are studied and how they influence today's society and the human condition.

#### Expected Learning Outcomes

- Students construct an integrated perspective on history and the factors that shape human activity.
- Students describe and analyze the origins and nature of contemporary issues.
- Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

#### LAND ACKNOWLEDGEMENT

I would like to acknowledge that land on which Ohio State University, including its network of campuses and other affiliates, has long served as a site of meeting and exchange amongst Indigenous peoples, specifically the Shawnee, Miami, Wyandot and Delaware Nations. I honor and respect the diverse Indigenous peoples connected to this territory on which we gather.

For more resources on Land Acknowledgements, [visit the Multicultural Center webpage](#).

#### HOW THIS COURSE WORKS:

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into four multi-week modules. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

#### COURSE TECHNOLOGY

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

#### BASELINE TECHNICAL SKILLS REQUIRED FOR THIS ONLINE COURSE

- Basic computer and web-browsing skills
- Navigating Carmen

#### NECESSARY EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 10) with high-speed internet connection

## ACCOMMODATION SERVICES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

Once registered, you can receive services that will level the playing field with your peers. Examples include but not limited to: a peer note-taker or a special recording pen, extended time or distraction-free space for exams, flexible attendance and deadlines. The SLDS will provide a letter listing only the services you need; you have every right to keep your health conditions private from me. Bring that letter with you to discuss the ways I can help you in my course. You are more than welcome to set up an appointment with me to discuss this matter privately. There is no need to come during my office hours when my door is open to other people. However, if you have a readily apparent need for accommodations, let us talk and determine the best course of action, to maximize your success and participation in the course.

Self-advocacy is a critical life skill and it is important that you reach out to SLDS and me to ensure your own success.

## GRADES

- There will be TWO exam quizzes: one midterm and one final. Each exam quiz will be a multiple choice, online quiz, based largely on Van Tine and Pierce's *Builders of Ohio* plus some video

lectures and other assigned reading material. The quiz windows will open for one week. The midterm exam quiz is due no later than Sunday, October 25, 11:59pm. The final exam quiz is due no later than Monday, December 7, 11:59pm. I will provide a study sheet in advance. Each exam quiz is worth 5% of your grade.

These quizzes are open-book/open-note quizzes, but you may use only your book and notes. The quizzes are not group work assignments.

- There will be THREE essays. The first essay, worth 20% of your grade, is based on Colin Calloway's *The Victory with No Name* and is due no later than Sunday, September 27, 11:59pm. The second essay, worth 10% is a midterm essay and is due no later than Sunday, October 25, 11:59pm. The third and final essay, based on the book *Hillbilly Elegy* and relevant lecture material, is due no later than Monday, December 7, 11:59pm. Each essay is worth 20% of your grade and should be approximately 6 typed, double-spaced pages in length.

These are "take home" essays. You have several weeks to prepare your answer to the posted prompt. Your work should be yours and yours alone, using the assigned and specified resources.

- THERE WILL BE SIX online discussion forums, covering 30% of your grade. On average expect to watch two videos a week. Each video lasts approximately 15-20 minutes. After watching the videos and completing any reading assignment you will then participate in an online discussion, following a prompt that I post. The discussion forum windows will usually open on a Monday morning at 8am and close the following Sunday at 11:59PM. No late discussions accepted.

These discussion posts will earn a score based on a posted rubric. Please note that the rubric for these discussions includes an incentive to complete the assignment earlier in the week rather than later. Early posts allow us (the entire class) to learn from you. I try to reward that contribution. Each discussion assignment is worth 5% of your grade.

- The remaining 10% of your grade comes from completing regularly scheduled online quizzes throughout the semester. The quizzes are based on the video lectures and begin the very first week of class. Most (but not all) quiz windows usually follow the discussion assignments -- opening on Monday morning at 8am and closing the following Sunday at 11:59pm. Late video quizzes are subjected to a penalty of 5 points per day. See below for the specific schedule of assignments.

These quizzes are open-book/open-note quizzes, but you may use only your book and notes. The quizzes are not group work assignments.

## **DEADLINES AND LATE ASSIGNMENTS**

In these difficult times, do your best to stay engaged with me. I am willing to accommodate health-related deadline extension requests.



Please check the syllabus throughout the semester for a schedule of readings and assignment deadlines. Essay papers, video quizzes, and exam quizzes submitted late will be subject to a 5% penalty every day that the assignment is late. No late discussions accepted.

Again, health concerns or family medical emergencies would certainly qualify for a deadline extensions or assignment accommodations.

Keep in mind the following:

- a. Technology problems usually do not count as acceptable justifications for a late submission. They are the modern equivalent of "The dog ate my homework." Avoid blaming Carmen for eating your quiz/essay/discussion post.
- b. Technology failures are usually problems only if you have waited to the last minute to submit an assignment or if you have neglected to take common sense steps to protect your work.
- c. Check your email and the class announcements regularly. "I didn't get this message until just now" is an excuse for nothing.
- d. Busy schedules are serious and personal, but they're not situations that automatically lead to accommodation. They're choices that you have made. By all means, follow your priorities in life. Accept the consequences too.

Plan ahead and stay in touch with me.

#### **PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

#### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations.

Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

The Committee on Academic Misconduct web pages ([COAM Home](#))  
Ten Suggestions for Preserving Academic Integrity ([Ten Suggestions](#))  
[Eight Cardinal Rules of Academic Integrity](#)

## **STATEMENT ON TITLE IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## **GRADING SCALE**

Grades are NOT curved. I do reserve the right to round up final course grades when certain conditions are met. First, the course percentage must be, for example, 82.5% to 82.9% to earn a higher grade (in this example a B/83). Second, students must have completed every assignment. Third, all assignments

must have been submitted on time. If you skip assignments or earn late penalties, you haven't helped yourself. Don't expect others to help you.

A = 93-100  
A- = 90-92  
B+ = 87-89  
B = 83-87  
B- = 80-82  
C+ = 77-79  
C = 73-77  
C- = 70-72  
D+ = 67-69  
D = 61-66  
E = 60 and below

Please consult with me on a regular basis. I retain responsibility for any grade-related, course-related decisions. Always ask questions and always seek help. I will post guidelines and rubrics for each essay.

If you need help with your writing, you can use the University's Writing Center. Check out their helpful tips on writing. And, yes, spelling counts. And so does grammar.

## **SCHEDULE**

### **MODULE 1: INVENTING OHIO**

Week 1: 8/25-30

Intro

Watch "Intro" and "How to Read a River" videos

Complete Intro Quiz no later than Sunday, 8/30, by 11:59pm.

Read: Colin Calloway, *The Victory with No Name*, Introduction through Chapter 1

Read "watershed" and "Maumee watershed map" pages on Carmen

Read: Van Tine and Pierce, *Builders of Ohio*, "Introduction"

Week 2: 8/31-9/6

Rivers, Technology, Exchange Networks

Watch Videos 1 and 2

Complete video quiz by Sunday, 9/6, 11:59pm

Participate in online discussion by Sunday, 9/6, 11:59pm

Read Calloway, *The Victory with No Name*, Chapters 2-3

Consult Ohio Indian World Map, circa 1793

Week 3: 9/7-13

A Refugee World

Watch Videos 3 and 4

Complete video quiz by Sunday 9/13, 11:59pm

Participate in online discussion, Sunday 9/13, 11:59pm

Read Calloway, *The Victory with No Name*, Chapters 4-5

Read Van Tine and Pierce, *Builders of Ohio*, Chapters 1-2

Labor Day: No classes on Monday, 9/7

Week 4: 9/14-20

Ohio in Transition

Watch Video 5

Complete video quiz no later than 9/20, 11:59pm

Read Calloway, *The Victory with No Name*, Chapters 6-Epilogue

Week 5: 9/21-27

Essay 1 Due by Sunday, 9/27 11:59pm

### **MODULE TWO: REBUILDING OHIO**

Week 6: 9/28-10/4

The Rise of the pan-Mississippian World

Watch Videos 6 and 7

Complete quiz no later than Friday, 10/4, 11:59pm

Read Van Tine and Pierce, Builders of Ohio, Chapters 5-6

Week 7: 10/5-11

Opportunity, Exploitation, and Reform in the pan-Mississippian World

Watch Videos 8 and 9

Participate in online discussion no later than Friday, 10/11, 11:59pm

Complete quiz no later than Sunday 10/11, 11:59pm

Read Van Tine and Pierce, Builders of Ohio, Chapters 7-8

Week 8: 10/12-18

Fall of the pan-Mississippian World

Watch Videos 10 and 11

Complete quiz no later than Sunday, 10/18, 11:59pm

Read Van Tine and Pierce, Builders of Ohio, Chapters 9-11

Week 9: 10/19-25

**Midterm Essay and Quiz Due No Later Than Sunday, 10/25, 11:59pm**

### **MODULE 3: REFORMING OHIO**

Week 10: 10/26-11/1

Reform: Economic Power

Watch Videos 12 and 13

Complete quiz no later than Sunday, 11/1, 11:59pm

Read Van Tine and Pierce, Builders of Ohio, Chapter 12-14

Read Vance, Hillbilly Elegy, Intro through Chapter 4

Week 11: 11/2-8

Reform: Social Justice

Watch Videos 14 and 15

Participate in online discussion no later than Sunday, 11/8, 11:59pm

Complete quiz no later than Sunday, 11/8, 11:59pm

Read Vance, Hillbilly Elegy, Chapters 5-8  
Read Van Tine and Pierce, Builders of Ohio, Chapters 14-15

Week 12: 11/9-15

Establishment Reformers

Watch Videos 16 and 17  
Complete quiz no later than Sunday, 11/15, 11:59pm  
Read Vance, Hillbilly Elegy, Chapters 9-12  
Read Van Tine and Pierce, Builders of Ohio, Chapters 16-18  
Veterans' Day, No Classes on Wednesday, 11/11

#### **MODULE 4: MODERNIZING OHIO**

Week 13: 11/16-22

Challenges to the Establishment

Watch Video 18, and two primary source videos  
Participate in online discussion, due no later than Sunday 11/22, 11:59pm  
Complete video quiz no later than Sunday, 11/22, 11:59pm  
Read Vance, Hillbilly Elegy, Chapters 13-16  
Read, Van Tine and Pierce, Builders of Ohio, Chapters 19-21

Week 14: 11/23-30

Technological Innovation: Social Progress or Social Decline?

Watch Videos 19, 20, 21  
Complete quiz no later than Monday, 11/30, 11:59pm  
Participate in online discussion by Monday, 11/30, 11:59pm.  
Read, Van Tine and Pierce, Builders of Ohio, Chapters 22-24

Thanksgiving  
Indigenous Peoples Day

Week 15: 11/30-12/7

Final Essay and Quiz Due No Later than Monday, 12/7, 11:59pm.

## HISTORY 3030

### THE HISTORY OF OHIO

Spring Semester 2015  
Tuesdays and Thursdays, 8:00-9:20  
Baker Engineering Room 198

Lecturer: Stuart Hobbs, PhD  
Office: Pryor Hall Ste. 260, room 263  
Office hours: Monday 2 PM & by appointment  
Phone: 685-9572  
e-mail: hobbs.2@osu.edu

#### REQUIRED READING

Van Tine, Warren, *Builders of Ohio* (OSU Press)  
Calloway, Colin, *The Shawnees and the War for America* (Penguin)  
Primary Sources on Carmen < [www.carmen.osu.edu](http://www.carmen.osu.edu) >

At a minimum, the books should be available at SBX and the OSU bookstore but check other bookstores, the Internet, and area libraries. One copy of each book has been placed on reserve at the Thompson Main Library.

We will also use OSU's Carmen website. Please visit [www.carmen.osu.edu](http://www.carmen.osu.edu) to login. If you have trouble, e-mail: [8help.osu.edu](mailto:8help.osu.edu). In addition to accessing source materials, Carmen will be useful for the syllabus, reading guides, assignments, viewing grades, class announcements, and other materials.

#### ENROLLMENT

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

#### COURSE DESCRIPTION

History 3030 is a survey of Ohio history from pre-European contact to the present. Specific topics will include Native American civilizations, contact and conflict between Native Americans and Europeans, the evolution from frontier territory to prosperous farming and industrial state, the Civil War, and in general the key social, cultural, political, and economic events that have shaped Ohio and the nation.

These topics will be studied with special attention to primary sources. Primary sources are the building blocks of history-- created at the time by the people who lived through the events. Sources used will include government documents, speeches, letters, diaries, short stories, poetry, advertisements, photographs, art, and architecture. A large portion of each class will be spent working with these materials.

#### COURSE OBJECTIVES/LEARNING OUTCOMES

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.

3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

#### GRADES

|                         |                             |
|-------------------------|-----------------------------|
| First Paper:            | 20% (February 5, 8 AM)      |
| Second Paper:           | 20% (March 5, 8 AM)         |
| Third Paper:            | 20% (April 2, 8 AM)         |
| Fourth Paper            | 20% (April 29, due 9:45 AM) |
| Responses<br>to Reading | 20% (in class most weeks)   |
| Total:                  | 100%                        |

Most of your grade will come from four papers. Each will be 4 to 5 pages long. The first is based mainly on Colin Calloway's *The Shawnees and the War for America*. The due date is Tuesday, 2/10 (Week 5) at the beginning of class. You will receive a handout with suggested paper topics. The three other papers will be based largely on primary source materials from the class, though you will of course draw on other readings, class lectures, and discussions. For each paper, you will receive a handout with topics a couple of weeks before the due date. The final paper constitutes a take-home final, and will be due at the end of the assigned exam period for the class, which April 29 at 9:45 AM. All papers will be turned in on Carmen.

About once a week there will be a short, in class writing assignment based on the readings for that day. You will be asked to write a paragraph reaction to a primary source or other assigned reading.

Note on plagiarism: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

Here is the grading scale. Grades are NOT curved.

|             |             |                  |
|-------------|-------------|------------------|
| A = 93-100  | B - = 80-82 | D += 68-69       |
| A - = 90-92 | C + = 78-79 | D = 62-67        |
| B+ = 88-89  | C = 73-77   | E = 61 and below |
| B = 83-87   | C - = 70-72 |                  |

#### ACCOMODATION SERVICES

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

#### LATE ASSIGNMENTS

Papers are due at the time specified. In college, as in life, it is recommended that you do the work required of you in the time allotted to you. If you find it necessary to miss that time, you must contact me before the due time and offer a reasonable justification in order to be able to turn it in late. Given that the topics will be distributed well in advance, justifications will of necessity be focused on foreseen circumstances, generally of an emergency nature.



## Schedule of Readings & Assignments

### Week 1

**January 13.** First Day of Class

**January 15. Native American civilizations in the Ohio Valley before 1492**

Reading: Calloway, *Shawnees & the War for America* (hereafter *Shawnees*): Introduction & Chapter 1

### Week 2

**January 20. Native American Civilizations in the Ohio Valley before 1492, continued**

Reading: *Shawnees*, chapters 2 & 3

**Primary sources:** Harris, On the Origins of the Mounds, 1805  
Madison, Speculations on the Mounds, 1809  
Atwater, Description of the Newark Earthworks, 1820

**January 22. Encounters: Native Americans and Europeans Create the Middle Ground**

Reading: *Shawnees*, chapters 4 & 5

Primary Sources: Le Jeune on Europeans and Native Americans  
Zeisberger on Native Americans  
James Smith Captivity Narrative

### Week 3

**January 27. Contesting the Middle Ground**

Reading: *Shawnees*, chapters 6 & 7

*Builders*: chapter 1 George Croghan

Primary Sources: Diplomacy between the French, English, Miami, 1749-1751  
The Massacre of Chief Logan's Family, 1774  
Chief Logan's Speech 1774

**January 29. The End of the Middle Ground**

Reading: *Shawnees*, chapters 8 & Afterword

*Builders*, chapter 4 Little Turtle & Blue Jacket

Primary Sources: William Groghan Reports the Death of Crawford, 1782  
Tarhe Petition, 1810  
Tecumseh's Speech to Governor Harrison, 1810

### Week 4

**February 3. Settling the Ohio Country**

*Builders*: chapter 3 Arthur St. Clair

Primary Sources: John May Describes Life in Early Marietta, 1788  
Preacher in the Western Reserve, 1801  
Rumah Hayes writes from Worthington, 1805  
A Traveler Describes Early Cincinnati, 1811

## **February 5. Statehood**

*Builders*, Chapter 5 Thomas Worthington

Primary Sources: Worthington and St. Clair Letters

Samuel Finney from the *Scioto Gazette*, 1802

Michael Baldwin from the *Scioto Gazette*, 1802

US Constitution, 1787

OH Constitution, 1802

### **FIRST PAPER DUE**

## **Week 5**

### **February 10. A Community of Communities: Early Ohio**

*Builders*, chapter 6 Philander Chase

Primary Sources: A Resident of Chillicothe Describes Social Life in the Town, 1818

New Good's for Sale, 1837

Hawley Observes the Western Reserve in 1821

Anna Ketchum Describes Life in Ohio in 1835

### **February 12. Building Ohio: Industry & Infrastructure**

*Builders*, chapter 7 John Campbell

Primary Sources: A Candlemaker Describes Life in Cincinnati in 1838

John Speare Describes the Building of a Canal, 1836

Canal Boats Arrive In Columbus

General Store Accounts for Canal Workers, 1827

An Industrial Accident in Cleveland, 1838

## **Week 6**

### **February 17. From Periphery to Center: Ohio and National Politics & Reform**

Reading: *Builders*, chapter 9 Frances Dana Gage

Primary Sources: The Passing of Frontier Ohio 1848

Jones, "The Old Mound" & "Tecumseh"

Establishing Public Education in Ohio, 1837

Resolutions from the Salem Women's Rights Convention, 1850

### **February 19. Ohio and National Politics & Reform**

Primary Sources: Ohio's Black Code, 1804-1807

The Ohio Colonization Society, 1827

Records of Black Emancipation

Address from the State Convention of Colored Men, 1851

In Support of the Memorial of Colored Men, 1857

## **Week 7**

**February 24: No Class**

## **February 26. Ohio & Sectional Crisis**

*Builders*, chapter 8 John Parker

Primary Sources: John Parker Recalls His Work on the Underground Railroad

Liberty Party Pledge, 1840s

From the Republican Party Platform of 1856

Response to the Dred Scott Decision, 1857

A Participant in John Brown's Raid Says Good-Bye, 1859

## **Week 8**

### **March 3. Ohio for the Union: The Civil War**

Primary Sources: Soldier Writes Home to His Wife, 1862

Letter on the Battle of Shiloh, 1862

Father & Son Correspond about the War, 1863

Letter from Gettysburg, 1863

Lundy Writes about the Home Front, 1863

### **March 5. The Civil War, conclusion**

*Builders*, chapter 10 Clement Vallandigham

Primary Sources: With the 5<sup>th</sup> Regiment US Colored Troops, 1864

Payne Fights for the Massachusetts 55<sup>th</sup>, 1864

Voris Writes about the 1864 Election

Letter about the Atlanta Campaign, 1864

Soldier Marches Through South Carolina, 1865

## **SECOND PAPER DUE**

## **Week 9**

### **March 10. Defining Ohio in Art and the Built Environment**

Primary Sources: 19<sup>th</sup> Century Ohio Buildings

Art of Duncanson, Spencer, and Farney

### **March 12. Industrial Ohio**

*Builders*, Chapter 12 B. F. Goodrich & 13 Martin Foran

Primary Sources: Buckeye Steel, 1916

Coal Mining in the Hocking Valley

Scientific Management Memo, 1918

Speech to the Miners, 1884

## **Week 10 March 16-20. Spring Break**

## **Week 11**

### **March 24. Rise of the City**

*Builders*, Chap. 18 Jane Edna Hunter

Primary Sources: Estelle Shull Learns Telegraphy, 1873

Advice to the Working Woman, 1911

A Cleveland Newspaper Describes Slums in the City, 1873

Muckrakers Steffens and Myers on Political Corruption

**March 26. Immigration and Migration to Ohio**

*Builders*, Chap. 14 Benjamin Arnett

Primary Sources: “One Man’s Fortunes” by Paul Laurence Dunbar

“Ode to Ethiopia” by Paul Laurence Dunbar

“Headwaiter” by Chester Himes

**Week 12**

**March 31. Progressive Ohio**

*Builders*, chapter 15 Tom Johnson

Primary Sources: Gladden, *The Church and Modern Life*, 1908

The Operation of the National Cash Register Company, 1897

The Hiram Settlement House, 1911

Amendments to the Ohio Constitution, 1912

**April 2. Progressive Ohio**

*Builders*, chapter 16 William Oxley Thompson

Primary Sources: The Anti-Saloon League Promotes Prohibition

Governor Cox Supports Making the Teaching of German Illegal, 1919

**THIRD PAPER DUE**

**Week 13**

**April 7. From 19<sup>th</sup> to 20<sup>th</sup> Century Ohio**

*Builders*, chapter 16 Florence Allen

Primary Sources: “Trouble at Craydock’s Corners” by Jessie Brown Pounds

“The Strength of God” by Sherwood Anderson

“The Car We Had to Push” by James Thurber

**April 9. The Great Depression & World War II**

*Builders*, chapter 20 George DeNucci

Primary Sources: The Great Depression in Akron, 1932-33

WPA Murals

The Little Steel Strike, 1937

**Week 14**

**April 14. Perils of Prosperity: Post-War Boom and Cold War Fears**

*Builders*, chapter 22 James Rhodes

Primary Sources: Frigidaire Advertising Pamphlet

Suburban Shopping Mall Documents

From Bob Greene’s High School Diary

Mighty Midget Emergency Survival Kit

**April 16. No Class**

## **Week 15**

### **April 21. Ohio & Ohio State in 1960s**

*Builders*, chapter 23 Carl B. Stokes

Primary Sources: Integrating OSU, 1933 to 1959

Rep. McCulloch Supports the Civil Rights Bill, 1964

The Student Movement at OSU 1968 to 1973

### **April 23. Ohio and Globalization**

*Builders*, chapter 24 Dave Thomas

Primary Sources: The Closing of Youngstown Sheet & Tube

Will Coal Miners Get the Shaft? 1978

James Wright, "Beautiful Ohio"

The Ohio Third Frontier Annual Report, 2012

Assessing the Impact of the Third Frontier, 2009

## **Week 16**

**April 29. Final Paper Due 9:45 AM**

## MEMORANDUM

**TO: Arts and Sciences Committee on Curriculum and Instruction**

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion  
Coordinator, Department of History**

**RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social  
Diversity in the U.S., and Diversity: International Issues**

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### **Assessment Goals and Objectives**

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

#### **Historical Study GE Requirements:**

##### **Goals:**

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

##### **Expected Learning Outcomes:**

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

##### *Goals of the courses that fulfill the GE Learning Outcomes:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

**Social Diversity GE Requirements:**

**Goals:**

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

**Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

**International Issues GE Requirements:**

**Goals:**

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

**Expected Learning Outcomes:**

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

## II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

### Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed



courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History 3030**

**Instructor: W Russ Coil**

**Summary: History of Ohio**

| Standard - Course Technology  | Yes | Yes with Revisions | No | Feedback/<br>Recomm.  |
|---|-----|--------------------|----|---|
| 6.1 The tools used in the course support the learning objectives and competencies.  | X   |                    |    | <ul style="list-style-type: none"> <li>Carmen</li> <li>Office 365</li> </ul>  |
| 6.2 Course tools promote learner engagement and active learning.  | X   |                    |    | <ul style="list-style-type: none"> <li>CarmenWiki</li> <li>Carmen Message Boards</li> <li>Zoom</li> </ul>   |
| 6.3 Technologies required in the course are readily obtainable.   | X   |                    |    | All are available for free  |
| 6.4 The course technologies are current.  | X   |                    |    | All are updated regularly   |
| 6.5 Links are provided to privacy policies for all external tools required in the course.   | X   |                    |    | No external tools are used.   |
| Standard - Learner Support  |     |                    |    |   |
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.  | X   |                    |    | Links to 8HELP are provided   |
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services.  | X   |                    |    | a   |
| 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them. | X   |                    |    | b   |
| 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.                        | X   |                    |    | c   |
| Standard – Accessibility and Usability  |     |                    |    |   |
| 8.1 Course navigation facilitates ease of use.  | X   |                    |    | Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content. |
| 8.2 Information is provided about the accessibility of all technologies required in the course.   | X   |                    |    | OSU accessibility policy is included  |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.   | X   |                    |    | OSU policy on obtaining these materials is included   |
| 8.4 The course design facilitates readability   | X   |                    |    |   |
| 8.5 Course multimedia facilitate ease of use.   |     |                    |    | All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser                            |

### Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

**Notes: Good to go.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.